The Development of Educational YouTube Videos-Based Learning Media: Learners' Need Analysis

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Abstract

This study aims to analyze the needs of students in learning in the speaking for general communication course in order to develop Educational YouTube Videos-based learning media. The integration of YouTube in learning speaking can be a valid resource for teaching lecturers to improve their lessons with various types of content that are interesting and useful and in accordance with the material being taught, and this integration is also expected to motivate students to learn. This study uses a qualitative research design by distributing questionnaires and interviews to find out the problems that occur in the learning process and what students want in improving their speaking skills. As a result, students still experience problems in speaking ability, but the biggest problem students' face is related to fluency. With regard to the problem of fluency, the results of the interviews show that the desired way of learning is that students want to be more able to practice speaking by having lots of dialogue and direct interaction, displaying unique videos related to the material being taught so that it is not boring and can be understood easily. Easy, using YouTube videos to get used to listening to native speakers speak more. Learning will be more interesting if film media is added, such as identifying clips from a film.

Keywords: Learners' Need, Learning Media, Educational YouTube Videos

Introduction

Speaking is an important skill in learning English because Speaking refers to the ability to use language to express intents, ideas, and thoughts in a way that is organized and developed to meet the needs of the listener and is therefore understandable to them. (Kadamovna, 2021). In this regard, for students, speaking serves as a sort of conduit between the classroom and the outer world. Speaking is one way that students can put what they have learnt in class into practice. As a result, through teaching speaking, the instructor may help pupils transition from the classroom to the outside world. (Kurum, 2016).

The speaking course in the English language education study program in Universitas Islam Riau is divided into four stages, one of which is the Speaking for general communication course which is presented in semester one with the aim that students are proficient in communicating or speaking English in daily contexts. In the learning process in the speaking for general communication course, it is still centered on teaching material in books from lecturers and practices in accordance with the book, so that in its implementation there are still many difficulties found such as lack of mastery of vocabulary so that they are unable to communicate in English, difficulty in constructing sentences correctly, this cannot

be separated from the grammar material being studied (Parmawati, 2019). Difficulties in pronunciation (mispronunciation) occur when mastering vocabulary without caring about how to pronounce properly, the next difficulty is a lack of ideas so that students tend to be more silent and speak briefly or repeatedly (Hismanoglu & Hismanoglu, 2010).

From the explanation above, supporting lecturers are required to be more creative in finding, finding and using the learning media that will be used. The learning media used must also be in accordance with the needs and characteristics of students so that the learning objectives contained in the syllabus can be achieved properly. Teaching materials contain teaching materials that students need to learn, either in printed form or facilitated by the teacher to achieve certain goals (Puspita & Rosnaningsih, 2020).

In this study, the learning media that will be developed is learning media based on educational YouTube videos. The use of YouTube videos inside and outside the classroom can improve speaking, listening and pronunciation skills (Watkins & Wilkins, 2011). This is in line with the skills that will be improved in the development of this learning media, namely speaking, good pronunciation and fluency in speaking skills are cultural characteristics and it is the task of the teacher to achieve this goal as the British do (Hussain, 2017).

For educators who are interested in utilizing technology for instructional purposes, using YouTube videos in the classroom is advantageous. (Duffy, 2007). Because it provides rapid and enjoyable access to tutorials, videos about different cultures, and languages from around the world, YouTube is being used more and more by teachers to teach English. In other words, the growing interest in learning through YouTube has the potential to improve the learning ecosystem (Upton et al., 1984). This is supported by Burke in his article which states that YouTube can be an appropriate and innovative teaching resource for use in education, especially health, but can also be used in other disciplines (Burke et al., 2009).

The use of YouTube videos for teaching and learning English has produced some research findings. Similar findings were found in a study by Trishu & Shruti (2021), titled "A study of YouTube as an effective educational tool," which found that YouTube has a significant influence on students' education and learning experiences. A study titled "A study of YouTube as an effective instructional tool" by Rahayu & Putri (2019), In accordance with the study, uploading speaking videos on YouTube may boost students' motivation. In a study titled "YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill" (Ilyas, M; Putri, 2020) it was shown that using YouTube in the classroom to augment language learning, especially speaking, creates a positive learning attitude. A study from (Riswandi, 2016) entitled Use of YouTube-Based Videos to Improve Students' Speaking Skill, the results of the study demonstrated an improvement in the students' fluency, vocabulary, pronunciation, grammar, and substance when speaking.

Method

The design of the study is qualitative method. Needs analysis data is used to identify problems in order to determine the right course of action. In needs analysis, researchers look for data related to the needs currently faced by students, whether these needs are problems faced, what are the causes of these problems, and find the right solutions to solve these problems (Namey, 2005).

This study used two types of instruments: a questionnaire and an interview. A questionnaire was used to collect information about students' needs in order to design an educational YouTube-based learning medium. Questionnaires were provided to 84 students in the first semester of the English language education study program at the Faculty of Teacher Training and Education at Universitas Islam Riau. Then they were invited to complete questionnaires in order to find out the current conditions related to learning in the speaking for general

communication course. The analysis of the data was carried out by shifting the evaluation from qualitative to quantitative using the following provisions:

Table 1. Scoring Guidelines

Kualitatif Data	Score
Very Good	5
Good	4
Fair	3
Poor	2
Very Poor	1

(Sidiq and Choiri, 2019)

Then the data is calculated to find the average value using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x}$ = The average score of each component

$\sum x$ = Total Score

N = The number of indicators assessed

An interview guide was used in this study to gather detailed information on students' needs and perspectives on learning English. Data analysis from the results of interviews with subject lecturers and students was carried out through three stages, namely (1) data reduction, which includes the process of selecting and simplifying data, focusing raw data into more targeted data, and grouping data according to research objectives. (2) data presentation, which will be carried out to display data to make it simpler and the presentation more systematic and easy to understand. (3) drawing conclusions, which will be carried out to find the meaning of the data collected to meet the development needs of the learning media being developed.

Result and Discussion

1. Result

The questionnaire's findings indicate that there are still issues with students' speaking abilities, particularly when it comes to speaking for general communication courses. Here are student needs analysis questionnaire results:

Table 2. Recapitulation of the Percentage of Questionnaire Results

No	Statement	Percentage			
		Never	**Seldom**	**Often**	**Always**
Pronunciation					
1	I have difficulty pronouncing words and sentences according to the correct sound and are pronounced perfectly	1,9%	75,9%	22,2%	0%
2	I have difficulty identifying the type of sentence so I can determine the type of intonation	1,9%	68,5%	24,1%	5,6%
3	I have difficulty pronouncing words according to the correct syllable stress	1,9%	70,4%	25,9%	1,9%

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	Grammar				
4	I have trouble putting words together into sentences	7,4%	53,7%	25,9%	13%
5	I'm having a hard time coming up with ideas	3,7%	57,4%	27,8%	11,1%
6	I have difficulty using tenses in communicating	1,9%	40,7%	42,6%	14,8%
	Vocabulary				
7	I have a hard time conveying ideas	7,4%	57,4%	24,15%	11,1%
8	Limited vocabulary mastery makes it difficult for me to interact	7,4%	50%	27,8%	14,8%
9	I have difficulty using the right vocabulary in communicating	5,6%	50%	38,9%	5,6%
	Fluency				
10	I have difficulty speaking English fluently	3,7%	59,3%	25,9%	11,1%
11	I find it difficult to speak English spontaneously and naturally	13%	35,2%	38,9%	13%
12	I have difficulty speaking English comprehensively	3,7%	38,9%	50%	7,4%
	Comprehension				
13	I have difficulty understanding other people's speech in English	13%	66,7%	16,7%	3,7%
14	I find it difficult to respond quickly to other people in English	7,4%	42,6%	38,9%	11,1%
15	I have difficulty responding to other people in English appropriately	3,7%	55,6%	35,2%	5,6%

Table 2 shows the percentage recapitulation of each indicator and statements for each indicator. From the table, it can be seen that the most dominant problem is the fluency indicator, statement number 11 (I have difficulty speaking English spontaneously and naturally) with a percentage of 13% always and 38.9% often. Statement number 12 (I have difficulty speaking English comprehensively) with a percentage of 7.4% always and 50% often.

On the grammar indicator there is a dominant problem, namely statement number 6 (I have difficulty using tenses in communicating) with a percentage of 14.8% always and 42.6% often. In the comprehension indicator there is also a dominant problem, namely in statement number 14 (I find it difficult to respond quickly to other people in English) with a percentage of 11.1% always and 38.9% often.

On other indicators, students are also still having problems; this is shown by the still high percentage of each statement on each indicator. But the biggest problem faced by students is a problem related to fluency.

In order to develop learning media that can focus on the problems faced by students in speaking for general communication courses, it requires the integration of technology or social media which are currently popular. This is based on the results of interviews with students regarding the basis of media development to overcome the problems faced by students. Interview results show that 98.1% answered that they enjoyed learning in speaking courses and 1.9% answered that they were quite happy but the interactions carried out in the classroom are still lacking, so that speaking practice is still lacking. The desired way of learning is that students want to be more able to practice speaking by having lots of dialogue and direct interaction, showing unique videos related to the material being taught so that it is not boring and can be understood easily, using YouTube videos to make listening more familiar native speakers speak. Learning will be more interesting if film media is added, such as identifying clips from a film.

The following are student responses related to various learning media that can be integrated into learning in the speaking for general communication course.

Table 3. Learning Media

Media	Example	Respondent	Category
Audio	Radio	0	Low
	Tape recorder	14	Average
	MP3	12	Average
Visual	Poster	2	Low
	Picture	2	Average
	Grafic	0	Low
Audio Visual	Video disc	45	Very High
	Internet Video	56	Very High
	DVD	4	Low
Multimedia	Animation	38	High
	Film	54	Very High
	Cartoon	32	High

The table above is a student response to the types of media that can be integrated into speaking learning according to (Mahulae, 2023). The results show that the type of audiovisual media in the form of "video" and the type of multimedia in the form of "film" are in the very high category. This means that students need videos and films to be integrated into their learning in the speaking for general communication course. Nowadays, videos and films are very easy to get; one way is by accessing social media. Based on the phenomenon that is currently occurring and has been explained in the background of this research problem, students cannot be separated from social media, one of which is YouTube. YouTube is a media service for sharing videos and viewing lists of content created by other people, so that it can be used as a resource for teachers and students to improve the quality of language.

Related to the most desirable media to be used in the learning process, 71% of students answered YouTube, 12% podcasts, 5% applications, and 12% answered others. YouTube is the media most wanted by students in the learning process because according to them from YouTube they can learn audio visually and it is fun and easier to understand. Another reason is because using YouTube media they can see and hear how native speakers pronounce words properly and precisely. Apart from that, learning material via YouTube is more fun and easy to understand because they can choose which form of learning they like. They added that there are lots of videos available on YouTube, but they still have difficulty choosing videos that are appropriate to the topic or material taught in speaking for general communication courses.

Video quality varies greatly and is very up to date. Through YouTube, we get information quickly about what's happening right now. Learning videos on the YouTube channel are very suitable for the learning process, but extra selection is needed to get videos that are appropriate to the material being taught. Learning videos on the YouTube channel are very suitable for the learning process, but extra selection is needed to get videos that are appropriate to the material being taught. From the results of the interviews it can be concluded that in learning in speaking for general communication courses there are still many obstacles or problems, students want the learning process to be integrated with social media so that learning is more interesting.

2. Discussion

The students' success in language learning refers to their ability to use English accurately and fluently to communicate with others, so accuracy and fluency are very important in learning English (Roosdianna, Munir, & Anam, 2018). Otherwise, the results of the questionnaire show that the biggest problem in learning speaking is fluency. When a speaker engages in meaningful conversations and maintains clear and continuous communication despite barriers to their communicative skills, they are said to be speaking with fluency. Speaking accurately might serve as a good beginning point for developing fluency (Richards, 2006). In order to be able to engage in meaningful interactions, a learning method is needed that relates the material being taught to real-world situations as required by students.

This is strongly supported by the results of interviews with students, namely that the desired way of learning is to be able to practice speaking more by means of lots of dialogue and direct interaction, as well as viewing unique videos related to the material being taught so that it is not boring and can be understood easily. Easy: use YouTube videos to get used to listening to native speakers speak more. It is also supported by the result from Saed et al. (2021), which showed a significant improvement in the students' speaking abilities after the YouTube trial. Pronunciation, fluency, and coherence were the four characteristics under research that the YouTube experimental group performed with the most pronounced improvements (Nuha & Saputri, 2021). Learning English will be more interesting if film media is added; using videos can create a relaxing situation for students learning English (Kamelia, 2019). The results of this study are in line with research developed by Ilyas et al. (2023), which found that students prefer to learn English using instructional videos. Students support the utilization of educational videos and are positive about the program, both of which add to the appeal of a learning activity. This study is also in line with the study by Safrial et al. (2020), which found that the implementation of learning through YouTube as a learning medium can improve students' cognitive abilities. By using YouTube, learning becomes more interesting and improves students' understanding of learning. The reason is that through YouTube, students can learn audio visually, and it is fun and easier to understand. Another reason is that using YouTube media, they can see and hear how native speakers pronounce words properly and precisely. Besides that, learning material via YouTube is more fun and easy to understand because they can choose which form of learning they like.

Conclusion

According to the study's findings, fluency is the main area where student speaking is problematic. Students want social media to be incorporated into the learning process so they can improve their fluency. Teaching English, especially speaking skills, is not an easy task; therefore, lecturers or teachers must be more inventive in their use of learning strategies or media that incorporate information and communication technology. Furthermore, lecturers must be able to use and integrate media such as social media in the learning process, as social

media cannot be separated from student activities in the modern era, one of which is YouTube.

Recommendation

Recommendation for researcher that the result of this study will be used as a basis to continue developing educational YouTube Videos for teaching speaking for general communication course.

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